

FALL 2010

# ART APPRECIATION — PART II

(Fundamentals of art)

ART 100 - SECTION 2 - CLASS NO. 10315 - FA-311 - MW 11-12:20

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## FINAL PAPERS

Your first draft papers are a good start. What I read a lot of is passionate personal opinion, which is a great start. Where you need to focus your writing now is on making articulate arguments backed up by evidence. I wrote about "Argument" and "Evidence" on the discussion group, let me repeat some of that here:

### ARGUMENT

When you have an "argument" with your significant other, sometimes you get fine china hurled at you! But if you think of a lawyer making an "argument" in a court of law, the lawyer is not very persuasive if she says, "Look how pretty my client is, I really think she's innocent, no one this pretty could be guilty!"... but if the lawyer says, "AS I HAVE SHOWN with EVIDENCE x, y, z..... my client did not have the means because we saw she was unable to drive a stick shift vehicle... did not have the motive because many of her best friends keep their possessions in that storage facility... did not have the opportunity because at the time of the robbery she was 6 states away as the maid of honor at her best friend's wedding... therefore, my client is innocent.

SO... when you talk about art, life, culture... your argument should be backed up by evidence.

If you make the world's most vanilla argument, like "art is everywhere" or "beauty is in the eye of the beholder" and then offer lots of great evidence... well... you've proven a conclusion so obvious and boring, that no one will really care much about it.

On the other hand, if you make an outrageous claim with no evidence other than personal opinion, like "Professor Sagan was unable to finish the semester because he's actually a Martian and he had to go home"... then all you have is a wild, silly claim.

BUT... if you can make an unusual, unique, original, personal claim about art, culture, life, AND back it up by evidence... now you have an argument that is really yours, really exciting and engaging, you have done really compelling work that's worth a lot of points... but even more... that maybe tells you something about who you are... about what the world you live in is about... and makes you a relevant speaker in many contexts of your life.

What EVIDENCE do you use in support of your argument?

\* Course Materials - the lectures and discussions we've had... you can cite me as a source

\* Course Materials - the films professor Sagan showed you... you can cite the class and/or the films

\* Course Materials - your entire textbook is a great source

\* Other Books - did you know Cypress College has a huge library filled with books?

\* The Internet - have you heard of Google? Wikipedia? -- and Wikipedia you may (for me, not all faculty agree) cite it directly... but you can also follow the links in Wikipedia to more primary sources and cite them as well...

\* Your Life - your entire argument should not be personal, but some if

can and probably should be drawn from personal experience... an Art History PhD from Harvard probably has a decade more Art & Culture study than you do, but even so, they do not have the loves and losses, the family journey, the jobs, the little moments, the many life experiences that are uniquely yours... so... the AH PhD can almost certainly out-footnote you... but you can still bring a unique, personal, powerful perspective to anything you look at.

### SCHEDULE

Here's what we have done and will do in our final 1/3 of the course:

13.2 - 10 Nov - Pollock & Kahlo, Beauty & Truth, Research & Application

14.1 - 15 Nov - Vision Quest: from the Broken Man at Lascaux, to Neo in The Matrix

14.2 - 17 Nov - Finding Art

15.1 - 22 Nov - Lab Day - Facebook: "Cypress Art100 10f"

15.2 - 24 Nov - Thanksgiving

16.1 - 29 Nov - Graffiti Writing / Documentary \_Bomb It\_ (1st draft of final due)

16.2 - 1 Dec - Drawing

17.1 - 6 Dec - Creativity 21 (about creativity in the 21st century)

17.2 - 8 Dec - FINAL - 10:30am - 12:30pm - Draft 2 / Pot Luck

## FINAL PAPER

Here is an outline of sections you should have in your final paper:

### I. INTRODUCTION

What is art? What does art mean to me / have to do with my life? As a non-art major, why even bother taking an art class? In my fill-in-the-blank major, and in my career, are there ways some “appreciation” of art might figure in?

### II. DRAWING

Take a look at the Drawing section in your book (Getlein p139-143) Insert a photo of your drawing from class 16.2 Talk about this first, most basic form of art and your experience of it.

### III. PAINTING

IIIa. Cave Art (Getlein p317-320)

IIIb. Vermeer (Getlein p64-65)

IIIc. van Gogh (Getlein p10, 11, 17, 18, 33, 41, 94, 476, 480)

IIId. Kahlo (Getlein p64)

IIIe. Pollock (Getlein p497-498)

IIIf. Graffiti Writing (documentary film: \_Bomb It\_)

You have considered a number of painters and ideas about painting this semester. From your Sister Wendy cave art video, to Glenn’s vision quest lecture, to the material in Getlein, you have seen the cave art of Southern France a number of times. In both the first 2/3 of the course and the last 1/3 you’ve considered Frieda Kahlo and Jackson Pollock. You’ve also tried your hand at making a “Pollock.” We’ve watched a documentary on Graffiti Writing and you’ve been to the Venice Legal Art Walls to try it yourself. Please also take a look at the brief sections in your text on Johannes Vermeer and Vincent van Gogh.

In Section III of this essay please consider painting. From the Cave to Vermeer to van Gogh to Kahlo to Pollock to the Graffiti Writers of today: What is painting about? What is the impulse? What is its function for the artist? For the larger culture? Are there connections across these 6 painting touchstones we’ve chosen? Does Cave Painting have anything to do with Graffiti Writing? Does Pollock? Or are they isolated islands in temporal, geographic, and cultural space that have no relationship to each other.

### IV. FINDING ART

In class 14.2 we looked around the Cypress College campus and “found art.” Talk about the “art” your group found. \_Where\_ is the art? Is it in the object, often overlooked, that you put a tape rectangle around? Or is it in the mind of the perceiver? Is art about objects? Or about the dialog between a culture and a work of art?

### V. BEAUTY

In class 13.2 we spoke about Beauty and Truth. How do you make sense of this ubiquitous word in our culture? Is there a difference between Beauty and Pretty? Between Beauty and Truth? Do Beauty expectations in our culture create gender stereotypes and objectify women? Until recently a woman in South Africa had a better chance of being raped than she did of getting an education. That country is a capital of child-on-child sexual abuse, at least in part because of American pornography broadcast on late night television there. Can perceptions and expectations of “beauty” be adjusted to create a less oppressive, more inclusive world?

## VI. RESEARCH & APPLICATION

In class 13.2 we discussed “Research Art” and “Application Art.” Most of you probably experience and think about Application Art far more than Research Art. Is it more relevant? Is research art important? Useful? Can it change your perspective? Can it change your life.

### VII. ART 21

From simple drawing and the ancient caves of Lascaux we have covered many aspects of art, many media, and many themes. In our final class, 17.1 we will discuss the “Read-Write Culture” of the 21st century. Compare and contrast the creation and participation in culture in the 20th century vs the 21st century. What is your vision of a good balance between open and closed for the culture of YOUR century?

### VIII. CONCLUSION

From your introduction we have now considered a number of aspects of art and this course. Now wrap things up with a final consideration of Art, Art and our culture, Art and your life.

## EVIDENCE, EVIDENCE, EVIDENCE!!!

Yes, I do want your “opinion,” but a good paper cannot consist solely of lots of unsupported opinions by you. You MUST cite other sources that back up your argument.

## HELP!

The last 1/3 of the semester has gone by quickly! If you don’t remember some of this, want to refresh the ideas, or ask questions, the best way to do that is on our discussion group. You can help each other by posting your notes from the various classes and you can ask me to clarify concepts and ideas.